



Holy Trinity CE Primary School

Inspection Report

Unique Reference Number 120586
LEA LINCOLNSHIRE LEA
Inspection number 280846
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Mr. John Brennan LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Curzon Estate
School category	Voluntary controlled		LN4 4LD
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01526342349
Number on roll	95	Fax number	01526343997
Appropriate authority	The governing body	Chair of governors	Mr. Michael Phillips
Date of previous inspection	31 January 2000	Headteacher	Mrs. Julie Czajkowski

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Children attend this smaller than average school from the local village of Tattershall and from a nearby RAF base. Almost all children are of White British heritage. About 15% of children have learning difficulties or other special needs, which is about average. The proportion of children leaving or joining the school part way through their education is very large. A quarter of the children in each of the junior classes joined during the course of last year alone. As a result of recent changes at the RAF base the number of children on roll has fluctuated greatly causing the school to reorganise classes. The school has also undergone significant staff and managerial changes. Children typically start school with skills and abilities that are usual for their age, apart from in writing which is below average. Turbulence in admissions and the small number of children in each year group leads to wide variations in the academic and social makeup of year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. When judged against a backdrop of change, the school has improved well since the previous inspection. Some of this improvement is recent, causing the school to be modest in its assessment of its current effectiveness which it feels is satisfactory but which the inspection finds to be good. Good teaching ensures that children progress well in most subjects. Children achieve well in the Foundation Stage so that some joining Year 1 have exceeded expected goals. They progress well through Years 1 and 2 and standards here are above average. Children have not progressed as quickly through Years 3 to 6. However, recent appointments now mean that this is no longer the case. Although standards are average they are rising well. However, with the exception of Years 5 and 6, more could be done to improve children's problem solving in mathematics. Children who have learning difficulties make good progress. Those children who join the school part way through their education are well cared for. Children behave very well and work hard but they are not always clear about what they need to do to improve their work. Children greatly appreciate the many after-school clubs they can join. Relationships are very good; staff show obvious concern for children. However, there are not enough well-trained midday staff on patrol at lunchtime and the outdoor play area is not always adequate. The school is well aware of its strengths and weaknesses. The headteacher has worked well to develop leadership in others. The school works well with parents who have a high regard for all that it does. The school gives good value for money and is well placed to improve further.

What the school should do to improve further

- Improve the teaching and learning of problem solving in mathematics. - Make sure that children know more about how they can improve their work. - Strengthen play and supervision arrangements at lunchtime and remedy the cramped conditions on the hard play area.

Achievement and standards

Grade: 2

Children in Reception progress well. The vast majority achieve the goals set for them and a small minority exceed them. Good progress continues in Years 1 and 2 where results have improved noticeably over time. Overall, standards are above average. Rapid progress is made in reading so that standards are well above average by the age of seven. Pupils also do well in writing and standards here are a little above average. While progress in mathematics is satisfactory, it is less rapid because pupils are not given enough opportunities to solve problems. Results in national tests for Year 6 pupils slipped markedly in 2003 and especially in 2004. Good leadership, new staff, a more settled organisation, and effective procedures for settling new children into school have, of late, impacted well on progress, which is now good. This can be seen in the significant improvement in the school's national test results of 2005 and in the

challenging targets the school sets. Although they show standards overall to be average, this indicates that pupils are doing well in reading and science. Recent improvements in writing are now taking effect so that pupils are progressing well in English. Although standards in this subject are average they are improving. Continued weaknesses in solving problems in Years 3 and 4 mean that standards in mathematics are average and progress is no better than satisfactory. Standards in information and communication technology (ICT) meet expectations, which is a good advance on the unsatisfactory situation noted in the last inspection report. Pupils who have learning difficulties, disabilities and other needs progress well in reading and in writing and make satisfactory gains in mathematics.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They behave very well, and the vast majority work hard. Pupils say they feel very safe at school and that there is no bullying. They have a good knowledge of healthy lifestyles. Many eat fruit and are very keen on the numerous after-school sporting activities. On the whole they make good use of the rather cramped hard play area, using equipment sensibly. When weather causes the school field to be off limits some older pupils are at a loose end, become aimless and have too little to do. Attendance levels are good. Spiritual, moral, social and cultural development is promoted well. The Christian ethos of the school helps pupils to develop a strong sense of right and wrong. They love having their names read out in the 'Friday Mentions'. They play a central role in the life of the village and are very active in raising funds for causes in the wider community. They have a satisfactory knowledge of multi-cultural issues. There are good opportunities, for example through the influential school council, for children to take responsibility for each other and their school. Older pupils speak proudly of acting as 'Play Pals', and others enjoy taking care of newly arrived children. A concentration on basic skills means that pupils acquire the necessary skills, abilities and knowledge to help them in the future.

Quality of provision

Teaching and learning

Grade: 2

'Piece of cake', says one boy in Years 5 and 6 as he sets about solving mathematics problems. He puts his confidence down to the efforts of his teacher. He has got it right: teaching and learning are good, especially in Years 5 and 6. Very good relationships exist throughout the school and classrooms are pleasant and productive places. A searching attitude by staff has led to key improvements, especially in the teaching of writing. For example, in Years 5 and 6, creativity in writing underpinned work on the Victorians. After watching a video of *Oliver Twist* pupils took digital pictures of each other's dramatised scenes as a preparation for writing imaginative play scripts. Good use is made of interactive whiteboards to make the beginning of lessons informative and interesting. Newly acquired strategies that encourage all pupils

to speak and explain thinking work well in English lessons but are yet to be transferred fully to other subjects, especially mathematics. Teaching assistants support pupils well when they are working in groups. With the exception of Years 5 and 6, too little is done to foster problem-solving in mathematics. This is seen as an 'add on' following completion of more mundane work rather than as part of questioning and the main activity of lessons. In Years 3 and 4 for instance, children of all abilities often do the same work. Higher attainers in particular are asked to answer too many easy sums. Teachers assess children well and make adjustments in work accordingly. Extra writing sessions in Reception, for example have successfully been put in place to tackle a known weak area. However, it is only in writing in Years 5 and 6 that assessment is used to help pupils target key improvements themselves. As a result, not all pupils are clear about how to improve their work.

Curriculum and other activities

Grade: 2

Reception children get off to a fine start, learning through a good variety of practical activities and experiencing a good balance of work and play. Elsewhere in the school pupils enjoy learning because their curriculum is increasingly relevant, practical and interesting and covers all the required subjects of the National Curriculum. Science is a particular favourite as it provides plenty of opportunities to experiment. Pupils say their favourite lessons combine study across subjects. This is becoming more and more common, especially in writing and ICT. In Years 1 and 2, for example, 'dreamcoats' made in design and technology lessons were computer-designed. In contrast however, there are fewer opportunities for pupils to use their mathematical knowledge in the wider curriculum. Plenty of opportunities outside of lessons, especially in reading, are given to help children with learning difficulties. However, the timing of these for some older children sometimes takes them out of mathematics lessons causing them to miss essential work. The school has recently turned its attention to pupils with particular talents, beginning with additional provision for mathematicians. Pupils have good opportunities to learn about being healthy and staying safe. There is a good range of trips and visits to bring learning to life and a very good range of well-attended after-school clubs.

Care, guidance and support

Grade: 3

'My child started in June and has settled already and come on in leaps and bounds'. This comment represents a parent's view of the good support for new arrivals in the school. Several new pupils talk appreciatively of being assigned a 'mate' and prompt assessment means that learning continues as soon as is practically possible. Good developments in the tracking of pupils' performance, a past weakness, allow the school to target additional help and ensure that teachers know their charges well. Pupils say that they have someone to turn to if worried. In the main there are good procedures for ensuring pupils' health and safety, for example on school trips. However, the number of midday supervisors has not increased as numbers have increased. They are

not easily able to supervise the lunchroom and all parts of the playground, causing the precious hard play area to be out of bounds. Whilst adequate child protection procedures are in place, not enough attention has been given to training for midday staff in this respect. For this reason the overall quality of care is satisfactory rather than good as the school judges.

Leadership and management

Grade: 2

'The teachers, assistants and the headteacher are committed to all of the children', a parent rightly points out. Governors and parents share a commitment towards the school that is highly supportive. This is attributable to the effective leadership of the headteacher who has systematically built a strong team spirit and, as typified by the cautious assessment of the school's achievement, a strong sense of ambition and common purpose. Given recent difficulties this is no mean feat. Good assessment of performance helps set a clear agenda for the future, and a well-written school improvement plan identifies the stepping stones to success. Latterly, the shrewd involvement of outside expertise to work with subject leaders has helped them analyse performance and implement change. Where leaders have been in place for some time, as in English, changes have impacted well on pupils' progress. The newly appointed co-ordinator for mathematics has quickly got to grips with what needs to be done. Her teaching provides a good role model but she is yet to implement necessary changes. The management aspect of checking up on the quality of teaching and learning is a common exercise for staff and governors. Observations are of good quality but, as the headteacher says, 'these are still to hit the mark.' This is because the rota for observations is not tightly aligned to the improvement plan. Monitoring by governors is one facet of their good work in which they successfully balance support and challenge. The track record of improvement and strong leadership that has both strength and depth give confidence that the school can go on from here.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when I visited your school recently. I really enjoyed my visit because everyone was so helpful and friendly. I would like to share with you what I thought about your school. The headteacher and all the staff work really hard to make your school a good place to be. You go to a good school that is getting better all the time. Most of the work you are set is interesting and makes you think. Like you, I really like the way your teachers use the interactive whiteboards and get you to write in interesting ways. Your writing is getting better and better. However, some of the maths work you are asked to do is not hard enough. I have asked the school to give you more opportunities to solve real problems and to use your maths skills more when you are working in other subjects. You behave very well and are helpful to each other. You told me how much you like getting your name in the 'Friday Mentions.' Staff show great concern for you. Many of you said that you could talk to them about any concerns and worries you may have. The school is good at helping those of you who are new to school to settle in. Some of you help very well with this. You play well together, but when the school field is wet conditions become cramped and you are not able to use all of the playground. I have asked the school to do something about this. Your teachers know a lot about you and with the help of all the support staff give you all the help you need. Several of you in Years 5 and 6 know what to target to make your writing even better. I have asked them to help all of you know how to improve your work, and not just in writing. Once again thank you and good luck in the future.